

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF THE CHIEF INFORMATION OFFICER

DATE: October 22, 2003

TO: Arthur Graham
Director, OCIO/Information Management

THROUGH: Sally Budd
Director, Development Services Group

FROM: Keith M. Stubbs
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SUBJECT: Internet Customer Survey Results – September 2003 Update

More than 4,000 customers have responded to the Department's Internet customer survey since November 1996. The purpose of this memorandum is to update the October 30, 2002 report on the first 3,782 responses, which were received from November 1996 through mid-October 2002, and examine the 249 responses received in the 10½ months between then and the launch of the redesigned www.ed.gov website on September 7, 2003.

Highlights

The survey responses received in the last 10½ months indicate that:

- Our **most frequent users** are students (26%), parents (24%), teachers and professors (12%), education administrators and managers (8%), and researchers and analysts (6%). To a lesser extent, our users include librarians (2%), writers and reporters (1%), policy makers and legislators (<1%), and miscellaneous others (19%) including counselors and consultants. Most student respondents are at the college level rather than the elementary and secondary level. Most administrators/managers and teachers are at the elementary and secondary level. Most researchers are affiliated with colleges, associations, or for-profit or non-profit organizations.
- Our **users' organizational affiliation** is private individuals (29%), colleges and universities (20%), elementary and secondary education (21%), junior and community colleges (6%), associations and non-profit organizations (4%), for-profit organizations and businesses (4%), federal government (3%), libraries (3%), state government (2%), White House or Congress (1%), local government (<1%), and miscellaneous others (7%).
- The majority of respondents **visit ED's Web site** at least once a month; 45% visit it at least once a week. This year's responses show a modest 3% shift

toward more frequent visits. Administrators/managers and researchers tend to visit ED's Web site more frequently than the average respondent. Students tend to visit less frequently, which is consistent with the notion that most students visit solely for financial aid.

- **Overall satisfaction** dropped from 3.56 (on a scale of 1-5) in last year's responses to 3.51 in this year's responses. Administrators/managers and teachers were the most satisfied customers. Students were the least satisfied customers.

Satisfaction was highest in the five presentation (3.60) and responsiveness (3.51) categories and slightly lower in the information content (3.44) and organization (3.37) categories. The highest-rated individual categories were web screen responsiveness (3.86), search responsiveness (3.75), clarity of writing (3.70), clarity of graphics (3.67), clarity of tables/charts (3.59), and accuracy (3.57). The lowest-rated categories were ease of finding information of interest (3.23), relevance to needs (3.29), menus and categories (3.37), comprehensiveness, (3.39), usefulness of links (3.40), and search tools (3.41).

Comments indicate that the small drop in satisfaction is attributable to (a) raised customer expectations for web sites in general, (b) mixed response to the October 2001 redesign, and (c) a shift in customer needs from the relatively mature information offerings of the ED web site to the more complex student aid services and other e-commerce offerings that the new e-Government initiatives are starting to address.

- Respondents consider most **kinds of information ED provides** to be useful or very useful (2.36 on a scale of 1 to 3). The overall usefulness rating dropped slightly this year from 2.31 to 2.27 this year. Ratings dropped for 13 of the 19 categories. Ratings rose most for legislation and regulations and descriptions of ED-funded projects. Ratings dropped most for statistics, research findings, lesson plans and teacher guides, and research reports.
- When asked how ED's Internet services should be improved, **respondents suggested:**
 - putting all ED information online promptly and keeping it up-to-date;
 - presenting information in layman's terms with simple explanations of complicated rules and procedures;
 - providing a tutorial or quick tour for first-time visitors to help them navigate the site;
 - providing an orientation to the Department, including its mission, scope, organization, functions, history, etc.;
 - providing complete contact information for all Department officials, programs, services, activities, and investigative/enforcement functions;
 - improving responsiveness to customer inquiries;
 - improving ease of use for student financial aid services and making it easier to find specific student aid services;
 - providing comparative rating and ranking information about schools,

- districts, and states;
 - using the web to support the full grant lifecycle, including an always-current forecast of funding opportunities, comprehensive, up-to-date information about each grant program in a consistent format, and information to help prospective applicants;
 - offering more information and resources of direct utility to parents and teachers; and
 - providing a more comprehensive gateway to education information and services elsewhere.
- See Attachment B for selected “**Rants & Raves**” representing the most positive and negative overall comments in the 249 responses received in the last 10½ months.

Purpose of the Survey

Web usage logs provide much useful data – the number of times each file is accessed, when, from which Internet address, and using which Web browser. From that data we can derive the kind of information included in the Web Services Group’s monthly reports – the growth in customer traffic over time, the most frequently used files, and the most widely used Web browsers among our customers.

The Internet Customer Survey (Attachment C) was designed to provide insight into some important customer characteristics that we cannot glean from the usage logs:

- What kinds of people and organizations use our information?
- How often do they visit ED’s Web sites? Do they subscribe to the EDInfo email list?
- How satisfied are they with the information we provide – its usefulness, timeliness, accuracy, comprehensiveness, and presentation?
- How satisfied are they with the way the information is organized and with the menus, links, and search tools we provide to help them find information of interest?
- What kinds of information are most valuable to them?
- How do they prefer to use various types of information, and what formats are most useful? What is their technical capacity to receive and use the information?
- What kinds of new services would be most valuable to them in the future?

Conducting the Survey

The survey, which the Internet team designed in consultation with the National Center for Education Statistics (NCES) and the Office of the Under Secretary (OUS), was approved by the Office of Management and Budget (OMB) and made available on the ED Web site in November 1996. Since then OMB has re-approved the survey twice. An updated analysis of the responses is issued every year.

What the Responses Tell Us

The survey cannot be considered a random sample, since respondents were visitors to the ED Web site who took the time to respond.

This memorandum focuses on the responses received in the last year. However, cumulative tabulations of all 4,031 responses are included on the assumption that they help provide a balanced view of our customer base over time.

The response rate fell from 6.4 per week last year to 5.4 per week this year.

- The number of respondents in the policy maker, librarian, and writer categories in the response groups the last two years was very small (fewer than eight per year). The small number of respondents tends to make the categories appear as outliers, e.g., extremely high or low satisfaction ratings. Therefore, those groups are excluded from most of the tables and statements below.
- The cumulative responses to Questions #7 through 10, which ask customers to rate their satisfaction in eighteen categories covering all aspects of the ED Web site, show that **overall satisfaction** over the duration of the survey has been high – 3.75 on a scale of 1 to 5, where 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied.
 - Overall satisfaction in this year's responses was 3.51, down slightly from last year (3.56). Administrators/managers and teachers were the most satisfied customers. Students were the least satisfied customers.
 - Across all eighteen categories, the general distribution of this year's responses was 59% satisfied or better, 22% neutral, and 19% dissatisfied or worse – a 1% shift toward dissatisfaction from last year.
 - Surprisingly, satisfaction for the responsiveness categories appears to vary inversely with the users' connection speed. Users with direct Internet connections are less satisfied than users with modems, and users with fast modems are less satisfied than users with slower modems. It appears that users with direct connections may have higher expectations of web sites than do modem users.
- No responses were excluded from the results, even those that voice bitter opposition to the Department's existence and gave the lowest available rating in all categories. See Attachment B for selected "**Rants & Raves**" representing the most positive and negative overall comments in the 249 responses received in the last 10½ months.

What kinds of people and organizations use our information?

(See Attachment A, Questions #1 and #2)

- Based on this year's responses, our **most frequent users** are students (26%), parents (24%), teachers and professors (12%), education administrators and managers (8%), and researchers and analysts (6%). To a lesser extent, our users include librarians (2%), writers and reporters (1%), policy makers and legislators (<1%), and miscellaneous others (19%) including counselors and consultants.
 - This year's responses include a lower percentage of education administrators/managers (-4%), researcher/analysts (-4%), and students (-1%) and a higher percentage of parents (+6%) and teachers (+4%) than last year's responses.
 - Most student respondents are at the college level rather than the elementary and secondary level. Most administrators/managers and teachers are at the elementary and secondary level. Most researchers are affiliated with colleges, associations, or for-profit or non-profit organizations.
- Based on this year's responses, our **users' organizational affiliation** is private individuals (29%), colleges and universities (20%), elementary and secondary education (21%), junior and community colleges (6%), associations and non-profit organizations (4%), for-profit organizations and businesses (4%), federal government (3%), libraries (3%), state government (2%), White House or Congress (1%), local government (<1%), and miscellaneous others (7%).

How often do they visit ED's Web site? Do they subscribe to the EDInfo listserv?

(See Attachment A, Questions #3, #4, and #6)

- The majority of respondents **visit ED's Web site** at least once a month; 45% visit it at least once a week.
 - This year's responses show a modest 3% shift toward more frequent visits.
 - This year's responses show that administrators/managers and researchers tend to visit ED's Web site more frequently than the average respondent; students tend to visit less frequently. That is consistent with the notion that most students visit solely for financial aid.
- More than half of our customers have direct Internet connections; the rest use modem connections.

- **Current and former subscribers to the EDInfo listserv** are much more likely to be frequent users of ED's Web site than respondents who never subscribed to EDInfo.

How satisfied are they with the information we provide – its usefulness, timeliness, accuracy, comprehensiveness, and presentation?

(See Attachment A, Question #7)

Category	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Relevance to your needs	3.65 (13)	3.43 (14)	3.29 (17)	<u>Rated highest by</u> ▸ Teachers (4.08) ▸ Researchers (3.84) ▸ Managers (3.84) <u>Rated lowest by</u> ▸ Parents (3.22)	<u>Rated highest by</u> ▸ Managers (4.11) <u>Rated lowest by</u> ▸ Students (3.18) ▸ Parents (3.19)
Timeliness	3.85 (5)	3.62 (9)	3.54 (8)	<u>Rated highest by</u> ▸ Teachers (4.17) ▸ Researchers (4.03) ▸ Managers (3.84) <u>Rated lowest by</u> ▸ Students (3.48)	<u>Rated highest by</u> ▸ Managers (3.94) ▸ Teachers (3.88) <u>Rated lowest by</u> ▸ Parents (3.35) ▸ Students (3.42)
Accuracy	3.91 (2)	3.63 (8)	3.57 (6)	<u>Rated highest by</u> ▸ Teachers (4.13) ▸ Researchers (3.86) ▸ Managers (3.81) <u>Rated lowest by</u> ▸ Parents (3.42)	<u>Rated highest by</u> ▸ Managers (4.11) <u>Rated lowest by</u> ▸ Parents (3.45) ▸ Students (3.45)
Completeness/ comprehensiveness	3.64 (14)	3.43 (14)	3.39 (15)	<u>Rated highest by</u> ▸ Teachers (3.96) ▸ Managers (3.72) <u>Rated lowest by</u> ▸ Parents (3.29)	<u>Rated highest by</u> ▸ Managers (4.06) ▸ Teachers (4.00) <u>Rated lowest by</u> ▸ Parents (3.21) ▸ Students (3.28)
Overall usefulness	3.69 (10)	3.45 (12)	3.42 (12)	<u>Rated highest by</u> ▸ Teachers (4.21) ▸ Managers (3.78) ▸ Researchers (3.71) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Managers (4.11) ▸ Researchers (3.70) <u>Rated lowest by</u> ▸ Parents (3.34)
Total: all 5 information categories	3.75	3.51	3.44	<u>Rated highest by</u> ▸ Teachers (4.11) ▸ Researchers (3.83) ▸ Managers (3.80) <u>Rated lowest by</u> ▸ Parents (3.38)	<u>Rated highest by</u> ▸ Managers (4.07) ▸ Teachers (3.76) <u>Rated lowest by</u> ▸ Parents (3.31) ▸ Students (3.34)

* 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied. Parenthesized number indicates category's rank among 18 satisfaction categories.

- **Satisfaction dropped slightly in all five categories** in this year's responses. Comments indicate that the drop is attributable to (a) raised customer expectations for web sites in general, (b) mixed response to the October 2001

redesign, and (c) a shift in customer needs from the relatively mature information offerings of the ED web site to the more complex student aid services and other e-commerce offerings that the new e-Government initiatives are starting to address.

- The percentage of dissatisfied customers in this year's responses was highest for relevance (27%), comprehensiveness (25%), and overall usefulness (24%); fewer customers were dissatisfied with timeliness (17%) and accuracy (17%). Some of the dissatisfaction appears to stem from confusion about the federal role in education.
- This year, administrators/managers and teachers tend to be **most satisfied** with the information that ED currently provides. Parents are least satisfied.
- A representative sample of **suggestions for improvement**:
 - General comments
 - Does a good job, just keep information updated
 - Generally speaking, I find it very hard to make much sense of much of the information presented. It's almost as if the website is for educational professionals only -- the "admin-speak" language needs to be toned down.
 - It is too distracting, too many cluttered areas on the screen. too "busy" complicated to navigate and find relevant info. looks like a web engine home page with lots of ads and links. this page needs to be re-done and simplified.
 - The website is very comfortable on my eyes
 - There wasn't much info.
 - The site is very overwhelming
 - Some of us don't have the time to browse a site for too long, if I don't see the information, or at least a lead, I seek within 5 minutes, I have to move on or inquire e-mail.
 - General information
 - I can not find the definition of education on the web site
 - I was looking for information on the history of the Department of Education and was not able to find it - i.e. when it was founded, who was the President, etc.
 - Can't find specific links to obtaining educational history, and credits etc. Is there such a place other than obtaining transcripts from the last school attended?
 - Contacts, alerts & interactivity
 - How do I email Ron Paige???? Where's the email address???
 - It would be helpful to have e-mail addresses for your employees. We have filed a complaint for our son with your office and it's hard for me to make phone calls during the day. It would be so much easier to check the progress of the investigation if I were able to e-mail the person in charge of his case.
 - Need to make it easier to contact specific subject areas for questions.
 - I find it hard to find specific information. For example I've been trying to find information regarding Perkins assignments beyond the regulation handbook. The contact department listed with the assignment guidelines knows nothing and why they list them as a source is beyond me. I cannot locate anything on the web site nor can I figure out what dept I should contact. It may simply be there nothing available outside the written regs but a knowledgeable contact person would be greatly appreciated.
 - It would be nice if the "Electronic Phonebook" could be searched using a category such as "student loans" instead of just searching for individuals.
 - State & local information
 - I'm looking for the site where I can find the educational ratings for each state as to the best state to the worse in education.
 - Exemplary as well as deficient schools for my area are of particular interest as a parent and community involved citizen.

- I would like to find info on how my school district is doing and was not able to find it.
- it needs more info to help any one. If there looking for new schools. and how many children go there. who runs it and so one.
- I tried finding something fairly simple: a listing of US Public High Schools -- and could find nothing!
- Helping teachers & students
 - Grade specific information would be handy since teachers only get a small bit of the information but are responsible for carrying through legislation without seeing it.
 - I clicked on this sight hoping to find some help for my son who attends a school in Rapid City and is having trouble in reading at his grade level. His I.Q is 113 and in 5th grade but his reading level is 2nd grade and his math skills are 3rd to 4th grade. I'm leaving this sight with no direction. I'll keep searching.
 - Information content I seek is how to verify that a vocational school I wish to attend is for real. I did not find any place to look for this.

How satisfied are they with the way the information is organized and with the menus, links, and search tools we provide to help them find information of interest?

(See Attachment A, Questions #8, #9, and #10)

Category	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Clarity of the writing (readability, ease of interpretation)	4.10 (1)	3.86 (1)	3.70 (3)	Rated highest by ▸ Teachers (4.25) ▸ Managers (3.91) Rated lowest by	Rated highest by ▸ Teachers (4.30) Rated lowest by ▸ Parents (3.53)
Layout of the material	3.89 (4)	3.64 (6)	3.49 (10)	Rated highest by ▸ Teachers (4.08) ▸ Managers (3.81) Rated lowest by	Rated highest by ▸ Managers (4.29) Rated lowest by ▸ Students (3.32)
Clarity of the tables and charts	3.91 (2)	3.73 (3)	3.59 (5)	Rated highest by ▸ Teachers (4.13) ▸ Researchers (4.00) Rated lowest by ▸ Parents (3.52)	Rated highest by ▸ Managers (4.29) Rated lowest by ▸ Researchers (3.38) ▸ Students (3.42)
Amount of graphics (too few, too many)	3.72 (8)	3.64 (6)	3.57 (6)	Rated highest by ▸ Teachers (4.00) Rated lowest by ▸ Parents (3.49)	Rated highest by ▸ Managers (4.06) Rated lowest by ▸ Researchers (3.38)
Clarity of the graphics	3.81 (6)	3.71 (4)	3.67 (4)	Rated highest by ▸ Teachers (4.13) Rated lowest by ▸ Parents (3.48)	Rated highest by ▸ Managers (4.12) Rated lowest by ▸ Parents (3.50)
Total: all 5 presentation categories	3.89	3.71	3.60	Rated highest by ▸ Teachers (4.12) ▸ Researchers (3.79) Rated lowest by ▸ Parents (3.58)	Rated highest by ▸ Managers (4.18) Rated lowest by ▸ Researchers (3.48) ▸ Parents (3.48)

* 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied. Parenthesized number indicates category's rank among 18 satisfaction categories.

- Although **ratings dropped slightly** in all five presentation categories in this year's responses, respondents remain more satisfied with the presentation of the information than with the other satisfaction categories.
- This year, administrators/managers and teachers tend to be **most satisfied** with the presentation of the information that ED currently provides. Parents and researchers are least satisfied.

Category	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Ease of finding information of interest	3.58 (17)	3.29 (18)	3.23 (18)	<u>Rated highest by</u> ▸ Teachers (4.04) ▸ Parents (3.40) <u>Rated lowest by</u> ▸ Researchers (3.03)	<u>Rated highest by</u> ▸ Managers (3.83) <u>Rated lowest by</u> ▸ Researchers (2.63) ▸ Students (3.18)
Ease of finding new material	3.61 (15)	3.37 (17)	3.44 (11)	<u>Rated highest by</u> ▸ Teachers (4.00) <u>Rated lowest by</u> ▸ Researchers (3.17)	<u>Rated highest by</u> ▸ Managers (4.00) <u>Rated lowest by</u> ▸ Students (3.23)
Menus and categories (clarity, ease of use)	3.67 (11)	3.45 (12)	3.37 (16)	<u>Rated highest by</u> ▸ Teachers (3.96) ▸ Managers (3.58) <u>Rated lowest by</u> ▸ Researchers (3.17)	<u>Rated highest by</u> ▸ Managers (4.00) <u>Rated lowest by</u> ▸ Students (3.09)
Links (relevance, usefulness)	3.70 (9)	3.47 (11)	3.40 (14)	<u>Rated highest by</u> ▸ Teachers (4.00) ▸ Managers (3.73) <u>Rated lowest by</u> ▸ Researchers (3.37)	<u>Rated highest by</u> ▸ Managers (3.94) <u>Rated lowest by</u> ▸ Students (3.24) ▸ Parents (3.29)
Search tools	3.57 (18)	3.43 (14)	3.41 (13)	<u>Rated highest by</u> ▸ Teachers (3.87) ▸ Managers (3.57) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Managers (3.94) <u>Rated lowest by</u> ▸ Researchers (3.25) ▸ Students (3.26)
Total: all 5 organization categories	3.63	3.40	3.37	<u>Rated highest by</u> ▸ Teachers (3.97) ▸ Managers (3.51) <u>Rated lowest by</u> ▸ Researchers (3.21)	<u>Rated highest by</u> ▸ Managers (3.94) ▸ Teachers (3.59) <u>Rated lowest by</u> ▸ Students (3.20)

* 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied. Parenthesized number indicates category's rank among 18 satisfaction categories.

Category	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Web/gopher screens (quick/sluggish)	3.76 (7)	3.81 (2)	3.86 (1)	<u>Rated highest by</u> ▸ Managers (4.20) ▸ Teachers (4.17) ▸ Researchers (4.07) <u>Rated lowest by</u> ▸ Parents (3.57)	<u>Rated highest by</u> ▸ Managers (4.13) <u>Rated lowest by</u> ▸ Parents (3.63)
Searches (quick/sluggish)	3.67 (11)	3.69 (5)	3.75 (2)	<u>Rated highest by</u> ▸ Researchers (4.15)	<u>Rated highest by</u> ▸ Managers (4.27)

Category	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
				▸ Teachers (4.09) ▸ Managers (3.92) <u>Rated lowest by</u> ▸ Parents (3.52)	▸ Researchers (3.88) <u>Rated lowest by</u> ▸ Parents (3.62)
Webmaster@inet.ed.gov (email inquiries: speed and quality of reply)	3.61 (15)	3.53 (10)	3.50 (9)	<u>Rated highest by</u> ▸ Teachers (3.95) ▸ Managers (3.92) ▸ Researchers (3.73) <u>Rated lowest by</u> ▸ Students (3.39)	<u>Rated highest by</u> ▸ Managers (3.78) ▸ Teachers (3.69) <u>Rated lowest by</u> ▸ Researchers (3.13) ▸ Parents (3.32)
Total: all 3 responsiveness categories	3.69	3.69	3.72	<u>Rated highest by</u> ▸ Teachers (4.07) ▸ Managers (4.05) ▸ Researchers (4.03) <u>Rated lowest by</u> ▸ Parents (3.55)	<u>Rated highest by</u> ▸ Managers (4.10) <u>Rated lowest by</u> ▸ Parents (3.53) ▸ Researchers (3.58)
Total: all 18 satisfaction categories	3.75	3.56	3.51	<u>Rated highest by</u> ▸ Teachers (4.07) ▸ Managers (3.75) ▸ Researchers (3.67) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Managers (4.07) ▸ Teachers (3.80) <u>Rated lowest by</u> ▸ Students (3.40) ▸ Parents (3.42)

* 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, and 1=very dissatisfied. Parenthesized number indicates category's rank among 18 satisfaction categories.

- **Ratings rose** this year for ease of finding new material, speed of searches, and speed of web screens, while dropping for the other fifteen satisfaction categories. Ratings dropped most for relevance, layout of the material, and clarity of the tables, charts, and writing.
- This year, administrators/managers and teachers tend to be **most satisfied** with the organization and finding aids on the ED web site. Students are least satisfied.
- Administrators/managers and teachers tend to be **most satisfied** with responsiveness. Parents and researchers are least satisfied.
- The ratings and comments in the organization categories reflect the difficulty of organizing a large body of information into a scheme that works well for such a broad range of customers. Some representative **comments** are:
 - General organization
 - I really liked the way the material was organized. In particular, the highlighted content was helpful.
 - The website is a bit crowded and not well organized. Sometimes it is difficult to locate the information that I am looking for.
 - it needs to be spread out better
 - Information, directions not user friendly for people who are not familiar with this site.
 - Too much crap to deal with on main page. You should make it easier to use and find what is needed and the go to a specific page that deals with one thing only. Need better

directions on how to use the site and not automatically assume the user knows the government terms you are currently using or the names of the particular program.

- Too difficult for layperson to find information to our specific needs for our family situation - simplify choices and/or at the least put a description that we can understand or it takes for ever to find anything.
- Student aid
 - I log on to the website to find out about my student loan, it usually takes about 1/2 to navigate to finally 'accidentally' find it. It needs to STAND OUT, be easier to find, or include a link, if I'm not using the right page.
 - I am trying to find out about my status for this fall term of 2003-2004, i am having trouble finding out where to go to find the information. i feel i am just going in circles
 - Have student loan accounts accessible on this site. I am well educated, but can not find the time to get through all the junk on this website to find out about my loans.
 - Why can't I easily find information on repaying my loan??? After following various links and then finally getting to the "repayment" page, the only information listed was for defaulted loans, or consolidating loans, or finding out about loans you might apply for. Isn't the department interested in making it easy for those of us trying to repay our loans get information on it??? I was looking for the 800 number to call and find out about my own loan and STILL HAVEN'T FOUND IT!!!
- This year, **search tools** received a slightly higher rating for responsiveness. Search engine technology cannot yet overcome the gap between some users' wish for more powerful search features and their inability to exploit even the basic features of existing search tools.
 - Although equipment upgrades have improved search speed, customers are still struggling with formulating precise searches and finding the results they seek. Analysis of search logs shows that most customers search for general terms (e.g., "grants," "technology," "standards") for which the search engine has trouble returning the most relevant items from the hundreds of thousands of items in the search index. Logs show that few customers avail themselves of the help screens to learn how to search effectively.

Another issue is that as the amount of material on the web site grows and some of it ages, the difficulty of highlighting the most current information in search results has become a significant problem, which we are addressing by archiving older content and introducing a new sort option called "date relevance."

- Most respondents who chose to comment felt that search results are not precise enough and waste their time with marginally relevant materials, which is consistent with the imprecise search terms the logs show they tend to use.
 - I don't have any trouble getting to where I need to search and it's so easy to find what I am looking for.
 - The search provides so many hits that it is hard to find the information I need sometimes
 - Could not find a search capability within the web site.
 - Let people know the search button at the top of the screen is for searching within the site.
 - The ability to find information using your search engine is pathetic!

What kinds of information are most valuable to them?

(See Attachment A, Question #11)

	Kind of information	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
		Cum.	Last Yr.	This Yr.		
H i g h	Legislation and regulations	2.35 (11)	2.30 (11)	2.38 (1)	<u>Rated highest by</u> ▸ Researchers (2.78) <u>Rated lowest by</u> ▸ Parents (2.13) ▸ Students (2.18)	<u>Rated highest by</u> ▸ Managers (2.71) ▸ Teachers (2.50) <u>Rated lowest by</u> ▸ Researchers (2.17) ▸ Parents (2.25)
	Updates on budget, legislation, and activities	2.43 (4)	2.33 (4)	2.35 (2)	<u>Rated highest by</u> ▸ Researchers (2.83) <u>Rated lowest by</u> ▸ Parents (2.13)	<u>Rated highest by</u> ▸ Managers (2.57) ▸ Researchers (2.50) <u>Rated lowest by</u> ▸ Parents (2.20)
	General guides to the Department of Education and its programs and services	2.37 (10)	2.33 (4)	2.34 (3)	<u>Rated highest by</u> ▸ Researchers (2.65) ▸ Managers (2.47) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Researchers (3.00) ▸ Managers (2.56) <u>Rated lowest by</u> ▸ Parents (2.18)
	Student aid information	2.31 (15)	2.32 (8)	2.34 (3)	<u>Rated highest by</u> ▸ Researchers (2.81) ▸ Teachers (2.50) <u>Rated lowest by</u> ▸ Parents (2.17)	<u>Rated highest by</u> ▸ Managers (2.58) <u>Rated lowest by</u> ▸ Parents (2.25)
	Announcements of funding opportunities and information about grants and contracts	2.48 (1)	2.39 (1)	2.32 (5)	<u>Rated highest by</u> ▸ Researchers (2.86) <u>Rated lowest by</u> ▸ Parents (2.24)	<u>Rated highest by</u> ▸ Managers (2.77) ▸ Researchers (2.67) <u>Rated lowest by</u> ▸ Parents (2.16)
	Descriptions of ED-funded projects	2.34 (12)	2.26 (17)	2.32 (5)	<u>Rated highest by</u> ▸ Researchers (2.73) <u>Rated lowest by</u> ▸ Parents (2.14) ▸ Students (2.18)	<u>Rated highest by</u> ▸ Managers (2.69) ▸ Teachers (2.44) <u>Rated lowest by</u> ▸ Parents (2.10)
M e d i u m	Descriptions of exemplary schools and programs	2.39 (8)	2.30 (11)	2.30 (7)	<u>Rated highest by</u> ▸ Researchers (2.63) <u>Rated lowest by</u> ▸ Parents (2.25)	<u>Rated highest by</u> ▸ Researchers (3.00) ▸ Managers (2.50) <u>Rated lowest by</u> ▸ Parents (2.17)
	Conference calendars and announcements of upcoming events	2.31 (15)	2.31 (10)	2.29 (8)	<u>Rated highest by</u> ▸ Researchers (2.62) ▸ Teachers (2.42) <u>Rated lowest by</u> ▸ Parents (2.19) ▸ Students (2.20)	<u>Rated highest by</u> ▸ Managers (2.55) <u>Rated lowest by</u> ▸ Researchers (2.20)
	Full-text publications	2.38 (9)	2.30 (11)	2.29 (8)	<u>Rated highest by</u> ▸ Researchers (2.75) ▸ Teachers (2.45) <u>Rated lowest by</u> ▸ Students (2.18) ▸ Parents (2.19)	<u>Rated highest by</u> ▸ Managers (2.69) ▸ Researchers (2.60) <u>Rated lowest by</u> ▸ Parents (2.03)

	Kind of information	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
		Cum.	Last Yr.	This Yr.		
	Directories of information centers, clearinghouses, and technical assistance centers	2.43 (5)	2.34 (3)	2.28 (10)	Rated highest by ▸ Researchers (2.86) <u>Rated lowest by</u> ▸ Parents (2.26)	Rated highest by ▸ Researchers (3.00) ▸ Managers (2.50) <u>Rated lowest by</u> ▸ Parents (2.03)
	Descriptions of effective and promising practices	2.41 (7)	2.30 (11)	2.26 (11)	Rated highest by ▸ Researchers (2.52) ▸ Managers (2.42) <u>Rated lowest by</u> ▸ Parents (2.21) ▸ Students (2.25)	Rated highest by ▸ Researchers (2.86) ▸ Managers (2.53) ▸ Teachers (2.40) <u>Rated lowest by</u> ▸ Parents (2.17) ▸ Students (2.17)
	Research reports	2.44 (3)	2.35 (2)	2.24 (12)	Rated highest by ▸ Researchers (2.74) <u>Rated lowest by</u> ▸ Parents (2.17) ▸ Students (2.27)	Rated highest by ▸ Researchers (2.44) ▸ Managers (2.44) <u>Rated lowest by</u> ▸ Parents (2.10)
	Publication announcements	2.33 (13)	2.27 (16)	2.24 (12)	Rated highest by ▸ Researchers (2.73) ▸ Teachers (2.37) <u>Rated lowest by</u> ▸ Students (2.17)	Rated highest by ▸ Researchers (2.80) ▸ Managers (2.58) <u>Rated lowest by</u> ▸ Parents (2.09)
L o w	Activities for families, parents, and children	2.26 (17)	2.26 (17)	2.20 (14)	Rated highest by ▸ Researchers (2.56) ▸ Teachers (2.41) <u>Rated lowest by</u> ▸ Students (2.20)	Rated highest by ▸ Researchers (2.60) ▸ Teachers (2.37) <u>Rated lowest by</u> ▸ Parents (2.03)
	Statistics	2.42 (6)	2.33 (4)	2.19 (15)	Rated highest by ▸ Researchers (2.83) <u>Rated lowest by</u> ▸ Parents (2.13) ▸ Students (2.26)	Rated highest by ▸ Researchers (2.57) ▸ Managers (2.50) <u>Rated lowest by</u> ▸ Parents (1.97) ▸ Students (2.11)
	Research findings (syntheses and summaries)	2.46 (2)	2.32 (8)	2.19 (15)	Rated highest by ▸ Researchers (2.70) ▸ Managers (2.52) <u>Rated lowest by</u> ▸ Parents (2.14) ▸ Students (2.18)	Rated highest by ▸ Managers (2.44) ▸ Researchers (2.44) <u>Rated lowest by</u> ▸ Parents (2.10)
	Press releases	2.32 (14)	2.28 (15)	2.18 (17)	Rated highest by ▸ Researchers (2.55) <u>Rated lowest by</u> ▸ Parents (2.18) ▸ Students (2.18)	Rated highest by ▸ Researchers (2.75) ▸ Managers (2.40) <u>Rated lowest by</u> ▸ Parents (2.12) ▸ Students (2.13)
	Speeches and testimony	2.11 (18)	2.20 (18)	2.11 (18)	Rated highest by ▸ Researchers (2.59) <u>Rated lowest by</u> ▸ Parents (2.08) ▸ Managers (2.09)	Rated highest by ▸ Researchers (2.40) ▸ Managers (2.33) <u>Rated lowest by</u> ▸ Students (2.06)

Kind of information	Avg. Rating* (Rank)			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Total: all categories	2.36	2.31	2.27	Rated highest by ▸ Researchers (2.70) <u>Rated lowest by</u> ▸ Parents (2.19) ▸ Students (2.24)	Rated highest by ▸ Researchers (2.63) ▸ Managers (2.54) <u>Rated lowest by</u> ▸ Parents (2.13)

* 3=very useful; 2=somewhat useful; 1=not useful
 Parenthesized number indicates category's rank among the 19 information categories.

- Respondents consider most kinds of information offered to be **useful or very useful** – an overall cumulative average of 2.36 on a scale of 1 to 3.
 - The overall usefulness rating dropped slightly this year from 2.31 to 2.27. Overall the percentage of information types rated useful or very useful dropped from 63% to 54%.
- In this year's responses, researchers and administrators/managers tend to rate higher, while parents rate lower.
- **Ratings dropped** for 13 of the 19 categories. Ratings rose most for legislation and regulations and descriptions of ED-funded projects. Ratings dropped most for statistics, research findings, lesson plans and teacher guides, and research reports.
- Different audiences value different types of information. The following table lists the highest and lowest rated information categories for the major audience types.

Respondent Audience Type	Rated Highest	Rated Lowest
Admini- strator/ Manager	1. Funding opportunities 2. Legislation & regulations 3. Descriptions of ED-funded projects	1. Speeches and testimony 2. Activities for families 3. Lesson plans 4. Press releases
Parent	1. Conference calendars 2. Student aid information 3. Legislation & regulations	1. Statistics 2. Activities for families 3. Directories of info. centers & clearinghouses
Researcher	1. Exemplary schools 2. Directories of info. centers & clearinghouses 3. General guides to ED	1. Legislation & regulations 2. Conference calendars 3. Student aid information
Student	1. Student aid information 2. Directories of info. centers & clearinghouses 3. Legislation & regulations 4. Descriptions of ED-funded projects	1. Speeches and testimony 2. Statistics 3. Press releases
Teacher	1. Updates on budget & legislation 2. Legislation & regulations	1. Lesson plans 2. Press releases

3. General guides to ED	3. Speeches and testimony
4. Descriptions of ED-funded projects	

How do they prefer to use various types of information, and what formats are most useful?

(See Attachment A, Question #12)

Question #12 was removed from the survey in September 1998 in response to customer requests to shorten the survey. Analysis of the responses received before then is included in previous memoranda.

What kinds of new services would be most valuable to them in the future?

(See Attachment A, Question #13, #14, and #15)

Overall response to the fourteen potential new services listed on the survey indicates that we are on the right track. Most of the services that received the highest number of votes have been addressed since the survey began or will be addressed by projects already planned or underway.

In descending order of their popularity in this year's responses, the fourteen new services listed on the survey are:

Kind of New Service	% Vote for (Rank) *			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Electronic submission of grant applications ED implemented e-Application, an electronic grant application system <gapswed.ed.gov/e-app/eaHome.asp>, in 2000.	51.6 (1)	42.9 (1)	43.0 (1)	<u>Rated highest by</u> ▸ Researchers (50%) ▸ Students (50%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Students (59%) ▸ Teachers (53%) <u>Rated lowest by</u> ▸ Researchers (7%)
Education resource organization directory The Education Resource Organizations Directory (EROD) <www.ed.gov/Programs/EROD/> was implemented in February 1997, contains information on 4,000+ organizations, and is used 10,000+ times per month.	50.6 (2)	40.2 (2)	40.2 (2)	<u>Rated highest by</u> ▸ Researchers (66%) ▸ Parents (49%) ▸ Managers (48%) <u>Rated lowest by</u> ▸ Students (31%)	<u>Rated highest by</u> ▸ Teachers (53%) ▸ Managers (48%) <u>Rated lowest by</u> ▸ Parents (35%)
Electronic submission of student aid applications Student Financial Assistance (SFA) implemented FAFSA on the Web <www.fafsa.ed.gov> in 1997 and improves it each year.	38.2 (8)	33.8 (5)	38.2 (3)	<u>Rated highest by</u> ▸ Students (51%) <u>Rated lowest by</u> ▸ Managers (19%)	<u>Rated highest by</u> ▸ Students (62%) <u>Rated lowest by</u> ▸ Researchers (13%) ▸ Managers (14%)

Kind of New Service	% Vote for (Rank) *			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Search full text of education information across all federal Internet sites The Cross-Site Index <www.ed.gov/help/site/exps earch/index.html?src=In> was implemented in February 1998. It currently indexes nearly 500,000 files on 200+ ED-funded web sites and another several hundred education-related web sites for Federal Resources for Educational Excellence (FREE) <www.ed.gov/free/>.	43.7 (5)	39.3 (3)	34.1 (4)	<u>Rated highest by</u> ▸ Researchers (63%) ▸ Teachers (46%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Managers (52%) ▸ Teachers (43%) ▸ Researchers (40%) <u>Rated lowest by</u> ▸ Parents (30%)
Electronic submission of publication orders The ED Pubs online publication catalog and ordering facility <www.edpubs.org> was implemented in August 1998 and received outstanding reviews in a government-wide customer service poll in 1999.	48.1 (3)	31.7 (8)	32.1 (5)	<u>Rated highest by</u> ▸ Researchers (50%) ▸ Teachers (39%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Managers (48%) ▸ Teachers (40%) <u>Rated lowest by</u> ▸ Parents (23%)
Electronic submission of survey responses NCES has implemented electronic submission for all IPEDS (postsecondary institutions) and some library surveys. NCES plans to do more surveys that way in the future.	42.8 (6)	32.3 (7)	30.1 (6)	<u>Rated highest by</u> ▸ Researchers (47%) <u>Rated lowest by</u> ▸ Teachers (27%)	<u>Rated highest by</u> ▸ Managers (52%) ▸ Students (37%) ▸ Teachers (37%) <u>Rated lowest by</u> ▸ Researchers (20%)
Database/search of published statistical indicators, tables, and charts NCES implemented the Encyclopedia of Education Stats <nces.ed.gov/edstats/> in 1999 to help customers find relevant information in major compendia. Quick Tables & Figures <nces.ed.gov/quicktables/> helps customers find the most current info from <i>Education Statistics Quarterly</i> .	47.0 (4)	34.4 (4)	27.7 (7)	<u>Rated highest by</u> ▸ Researchers (69%) ▸ Managers (57%) <u>Rated lowest by</u> ▸ Students (25%)	<u>Rated highest by</u> ▸ Managers (48%) ▸ Researchers (40%) ▸ Teachers (33%) <u>Rated lowest by</u> ▸ Parents (23%) ▸ Students (29%)

Kind of New Service	% Vote for (Rank) *			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Search collections of lesson plans and other teacher materials across many Internet sites The Gateway to Education Materials (GEM) <www.thegateway.org> was implemented in March 1998 and currently contains more than 22,000 items from more than 350 member web sites.	36.8 (9)	29.0 (9)	27.3 (8)	<u>Rated highest by</u> ▸ Teachers (46%) ▸ Researchers (41%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Teachers (43%) ▸ Managers (38%) <u>Rated lowest by</u> ▸ Researchers (13%)
Custom table generator for education statistics NCES has implemented online search and analysis capabilities for several of its major survey data sets <nces.ed.gov/pubsearch/onlineadata.asp>.	42.2 (7)	32.6 (6)	24.9 (9)	<u>Rated highest by</u> ▸ Researchers (66%) ▸ Managers (52%) <u>Rated lowest by</u> ▸ Parents (24%)	<u>Rated highest by</u> ▸ Managers (48%) ▸ Researchers (33%) <u>Rated lowest by</u> ▸ Teachers (20%)
Live "chat" sessions on education topics ED has no current plans for such a capability but will continue to monitor customer interest.	29.0 (11)	25.1 (11)	24.9 (9)	<u>Rated highest by</u> ▸ Students (36%) ▸ Teachers (31%) <u>Rated lowest by</u> ▸ Managers (21%)	<u>Rated highest by</u> ▸ Students (35%) ▸ Teachers (30%) <u>Rated lowest by</u> ▸ Managers (5%) ▸ Researchers (20%)
Live "town hall" meetings with Department representatives The modest support for such a capability matches its position on ED's list of planned enhancements.	30.7 (10)	22.7 (12)	23.7 (11)	<u>Rated highest by</u> ▸ Teachers (31%) ▸ Researchers (28%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▸ Students (32%) <u>Rated lowest by</u> ▸ Researchers (13%) ▸ Managers (14%)
Ongoing moderated discussion areas Web-based discussion forums were implemented, beginning in 1998, to support several working groups and topical discussions at <wdcrobc01.ed.gov:8000>. Most are currently dormant.	28.7 (12)	20.2 (14)	23.3 (12)	<u>Rated highest by</u> ▸ Students (26%) <u>Rated lowest by</u> ▸ Teachers (15%)	<u>Rated highest by</u> ▸ Teachers (33%) ▸ Managers (29%) <u>Rated lowest by</u> ▸ Researchers (13%)

Kind of New Service	% Vote for (Rank) *			10/16/2001 through 10/15/2002 (last year)	10/16/2002 through 9/7/2003 (this year)
	Cum.	Last Yr.	This Yr.		
Video transcripts of speeches and presentations by Secretary and other ED representatives In 1998, the Office of Public Affairs (OPA) began sponsoring live and archived video webcasts of news events at www.connectlive.com/events/deptedu/ .	24.4 (13)	25.4 (10)	20.9 (13)	<u>Rated highest by</u> ▶ Students (33%) <u>Rated lowest by</u> ▶ Managers (21%)	<u>Rated highest by</u> ▶ Students (31%) <u>Rated lowest by</u> ▶ Researchers (13%) ▶ Parents (15%)
Audio transcripts of speeches and presentations by Secretary and other ED representatives In 1998, the Office of Public Affairs (OPA) began regularly posting short audio clips at www.ed.gov/news/av/audio/index.html?src=ln .	23.0 (14)	21.5 (13)	19.3 (14)	<u>Rated highest by</u> ▶ Students (26%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▶ Researchers (29%) ▶ Students (26%) <u>Rated lowest by</u> ▶ Teachers (13%)
Total – all categories	38.3	30.8	29.3	<u>Rated highest by</u> ▶ Researchers (44%) <u>Rated lowest by</u>	<u>Rated highest by</u> ▶ Students (35%) ▶ Managers (35%) ▶ Teachers (34%) <u>Rated lowest by</u> ▶ Researchers (23%)

* Parenthesized number indicates category's rank among the 14 potential new services.

Customer Suggestions for Improving ED's Internet Services

This year's responses are consistent with trends noted in previous years in respondents' suggestions for improving ED's Internet services in their comments to Questions #14, #15, and #7-10:

- put **all ED information online promptly** and keep it **up-to-date**;
- present **information in layman's terms**, with simple explanations of complicated rules and procedures;
- provide a **tutorial or quick tour for first-time visitors** to the web site to help them navigate the site;
- provide an **orientation** to the Department, including its mission, organization, scope, functions, history, and relation to state, local, family, and individual roles in American education;

- provide **complete contact information** (including email, traditional mail, telephone, and fax) for all Department officials, programs, services, activities, and investigative/enforcement functions; add email addresses to ED staff directory;
- improve **responsiveness to customer inquiries** submitted via email, web forms, and telephone, particularly for student financial aid;
- improve **ease of use for student financial aid services** (e.g., obtaining a PIN, submitting and revising FAFSA on the Web, checking status of applications, account balance, payment history, downloading loan forms, etc.);
- make it **easier to find specific student aid services**, e.g., deferment, forbearance, and all other forms, interest rates, loan consolidation and servicing, customer service contacts, resolution of defaulted loans, etc.;
- provide **comparative rating and ranking information about schools, districts, and states** for student achievement, teacher performance, etc.;
- use the web to support the **full grant lifecycle** (application, award, and post-award processes) by:
 - providing an always-current forecast of funding opportunities;
 - maintaining web pages with comprehensive, up-to-date information about each grant program in a consistent format;
 - making it easy for people and organizations to find grants for which they are eligible; and
 - providing links from grant competition pages to other information that could be helpful to prospective applicants, e.g., program information, profiles of previous award recipients, and winning applications;
- offer more information and resources of **direct utility to parents and teachers**, such as lesson plans, educational materials, advice to help parents help their children learn, and professional development workshops and other opportunities for teachers; and
- provide a **portal/gateway** to help visitors find more education-related information and services elsewhere, including:
 - funding opportunities and teacher certification requirements at state education agencies,
 - scholarship opportunities,
 - college & university degree programs, courses, and ratings,
 - local agencies and authorities for education, child care, housing, safety, and related issues.

Attachments: A: ED Internet Customer Survey – Summary of Responses [7 pages]

B: ED Internet Customer Survey – Selected Comments (Rants & Raves) [2 pages]

C: ED Internet Customer Survey – Web form [6 pages]

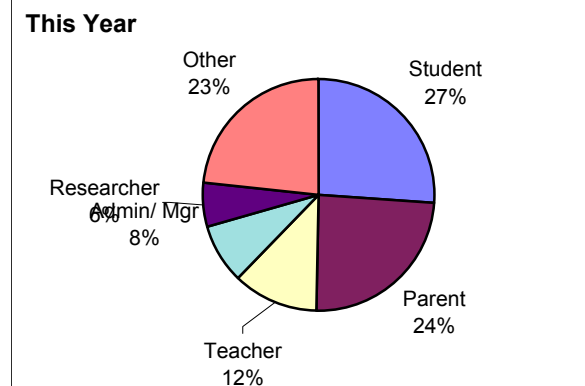
ED Internet Customer Survey

Last Updated: 09/07/2003

Total Responses:	4031	per Wk		
-- Received before 10/16/2001	3451	85.6%	11.1	-- pre-10/16/2001
-- Received 10/16/2001--10/15/2002	331	8.2%	6.4	-- Last Year
-- Received 10/16/2002--9/7/2003	249	6.2%	5.4	-- This Year

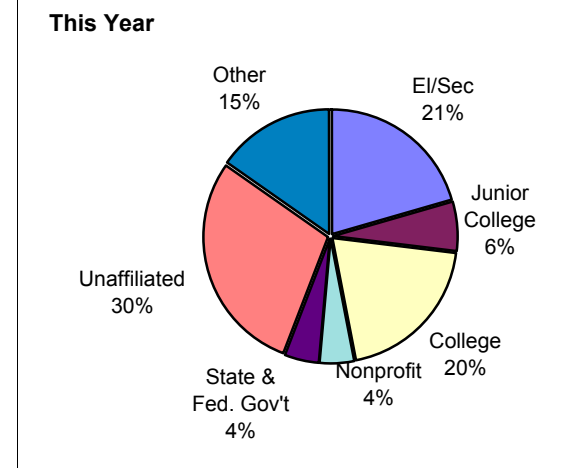
Q1. When you use the U.S. Department of Education's (ED) Internet services, are you doing so as a: (Please check only one)

<u>Response</u>	pre-10/16/2001		Last Year		This Year		Change from	
	#	%	#	%	#	%	pre-01	LastYr
Student	734	21.3%	91	27.5%	65	26.1%	4.8%	-1.4%
Teacher	548	15.9%	26	7.9%	30	12.0%	-3.8%	4.2%
Ed. administrator or manager	700	20.3%	42	12.7%	21	8.4%	-11.9%	-4.3%
Parent or family member	455	13.2%	59	17.8%	60	24.1%	10.9%	6.3%
Researcher or analyst	361	10.5%	32	9.7%	15	6.0%	-4.4%	-3.6%
Policy maker or legislator	41	1.2%	3	0.9%	1	0.4%	-0.8%	-0.5%
Librarian	63	1.8%	7	2.1%	4	1.6%	-0.2%	-0.5%
Writer or reporter	55	1.6%	4	1.2%	2	0.8%	-0.8%	-0.4%
Other (please specify)	465	13.5%	61	18.4%	46	18.5%	5.0%	0.0%
No response to this question	29	0.8%	6	1.8%	5	2.0%	1.2%	0.2%



Q2. What is your affiliation? (Please check only one)

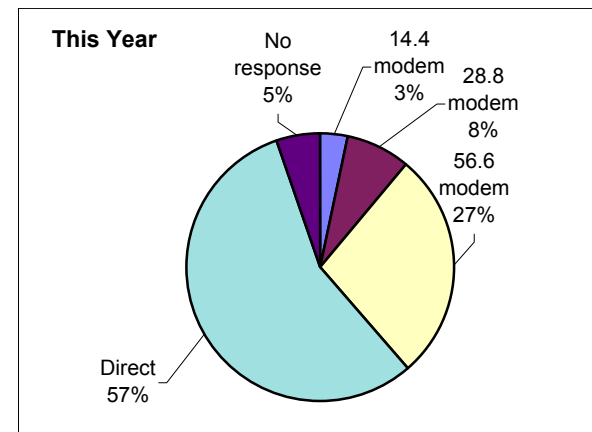
<u>Response</u>	pre-10/16/2001		Last Year		This Year		Change from	
	#	%	#	%	#	%	pre-01	LastYr
<u>Education</u>								
-- Elementary or secondary (incl. vocational high schools)	924	26.8%	71	21.5%	51	20.5%	-6.3%	-1.0%
-- Jr, community, or tech college	178	5.2%	14	4.2%	16	6.4%	1.3%	2.2%
-- College or university	868	25.2%	65	19.6%	50	20.1%	-5.1%	0.4%
<u>Government</u>								
-- White House or Congress	9	0.3%	2	0.6%	2	0.8%	0.5%	0.2%
-- Federal government agency	109	3.2%	9	2.7%	7	2.8%	-0.3%	0.1%
-- State government agency	153	4.4%	7	2.1%	4	1.6%	-2.8%	-0.5%
-- Local government agency	51	1.5%	5	1.5%	1	0.4%	-1.1%	-1.1%
Library	32	0.9%	5	1.5%	7	2.8%	1.9%	1.3%
Association or non-profit org.	249	7.2%	20	6.0%	11	4.4%	-2.8%	-1.6%
For-profit organization or business	130	3.8%	14	4.2%	1	0.4%	-3.4%	-3.8%
Media	30	0.9%	0	0.0%	2	0.8%	-0.1%	0.8%
No affiliation, private individual	530	15.4%	90	27.2%	72	28.9%	13.6%	1.7%
Other (please specify)	147	4.3%	23	6.9%	16	6.4%	2.2%	-0.5%
No response to this question	41	1.2%	6	1.8%	9	3.6%	2.4%	1.8%



Q3. How do you typically access the Internet? (Please check only one)

<u>Response</u>	pre-10/16/2001		Last Year		This Year		Change from	
	#	%	#	%	#	%	pre-01	LastYr
14.4kbps or slower modem	385	11.2%	11	3.3%	8	3.2%	-7.9%	-0.1%
28.8kbps modem	1389	40.2%	22	6.6%	20	8.0%	-32.2%	1.4%
56kbps or faster modem	212	6.1%	112	33.8%	68	27.3%	21.2%	-6.5%
Direct connection	1318	38.2%	172	52.0%	140	56.2%	18.0%	4.3%
No response to this question	147	4.3%	14	4.2%	13	5.2%	1.0%	1.0%

Note: 56kbps category introduced 11/15/2000

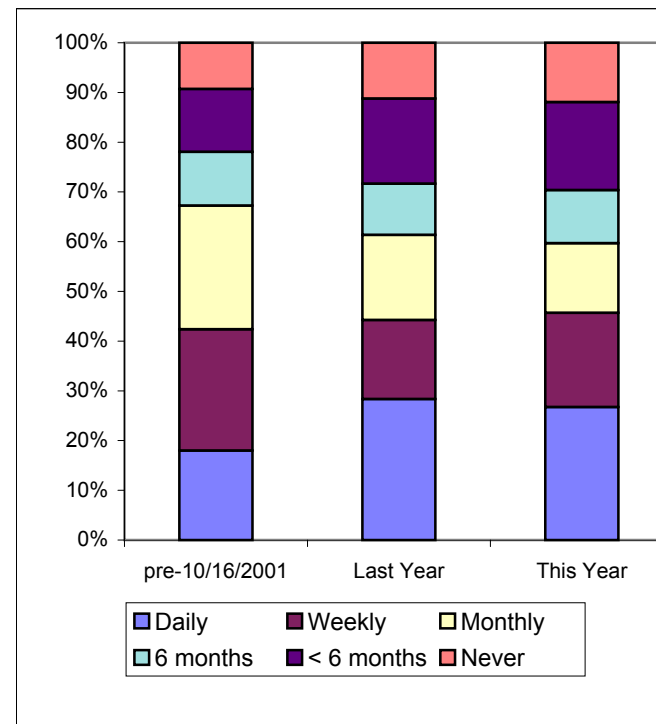


Q4. How often do you visit our World Wide Web site? (Please check only one)

<u>Response</u>	pre-10/16/2001		Last Year		This Year		Change from	
	#	%	#	%	#	%	pre-01	LastYr
Daily	608	17.6%	91	27.5%	65	26.1%	8.5%	-1.4%
At least once a week	824	23.9%	51	15.4%	46	18.5%	-5.4%	3.1%
At least once a month	840	24.3%	55	16.6%	34	13.7%	-10.7%	-3.0%
At least once every six months	365	10.6%	33	10.0%	26	10.4%	-0.1%	0.5%
Less than once every six months	428	12.4%	55	16.6%	43	17.3%	4.9%	0.7%
Never	314	9.1%	36	10.9%	29	11.6%	2.5%	0.8%
No response to this question	72	2.1%	10	3.0%	6	2.4%	0.3%	-0.6%

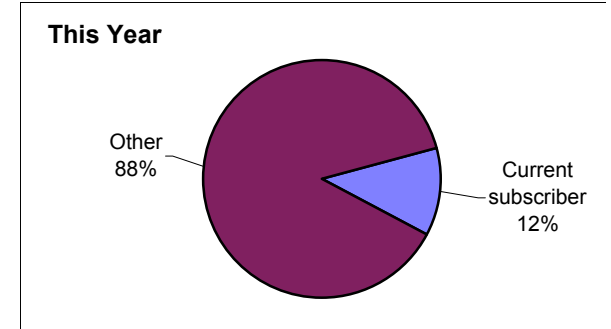
Q5. How often do you visit our Gopher site? (Please check only one)

(question removed)



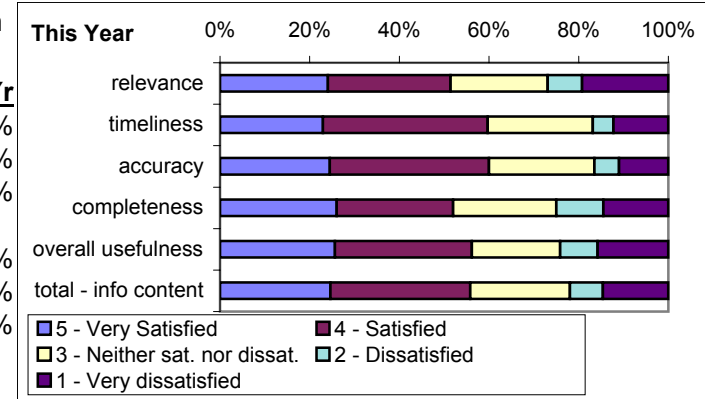
Q6. Do you receive the EDInfo e-mail information service? (EDInfo sends subscribers 2-3 e-mail messages per week announcing and describing ED publications, products, grant competitions, and other initiatives)

<u>Response</u>	<u>pre-10/16/2001</u>		<u>Last Year</u>		<u>This Year</u>		<u>Change from</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>pre-01</u>	<u>LastYr</u>
Current subscriber	1139	33.0%	28	8.5%	30	12.0%	-21.0%	3.6%
Former subscriber	32	0.9%	12	3.6%	2	0.8%	-0.1%	-2.8%
Not familiar with; how do I subscribe?	1387	40.2%	129	39.0%	92	36.9%	-3.2%	-2.0%
Not interested	756	21.9%	142	42.9%	102	41.0%	19.1%	-1.9%
No response to this question	137	4.0%	20	6.0%	23	9.2%	5.3%	3.2%



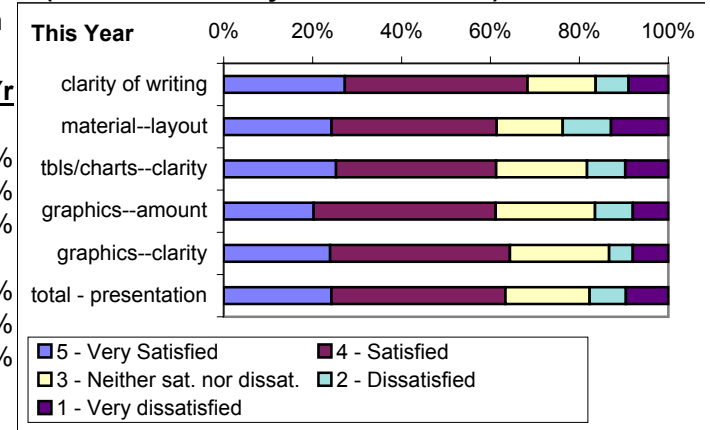
Q7. We want ED Internet services to meet your needs. In general, how satisfied are you with the information content? (Please check only one in each row)

<u>Response</u>	<u>pre-10/16/2001</u>		<u>Last Year</u>		<u>This Year</u>		<u>Change from</u>	
	<u>Avg.</u>	<u>% Dissat.</u>	<u>Avg.</u>	<u>% Dissat.</u>	<u>Avg.</u>	<u>% Dissat.</u>	<u>pre-01</u>	<u>LastYr</u>
relevance to your needs	3.70	15%	3.43	24%	3.29	27%	-17.7%	-6.0%
timeliness	3.89	10%	3.62	16%	3.54	17%	-13.9%	-3.4%
accuracy	3.96	7%	3.63	15%	3.57	17%	-15.0%	-2.3%
completeness/ comprehensiveness	3.68	15%	3.43	22%	3.39	25%	-12.4%	-1.8%
overall usefulness	3.74	14%	3.45	24%	3.42	24%	-13.1%	-1.4%
total - information content	3.79	12%	3.51	20%	3.44	22%	-14.4%	-2.9%



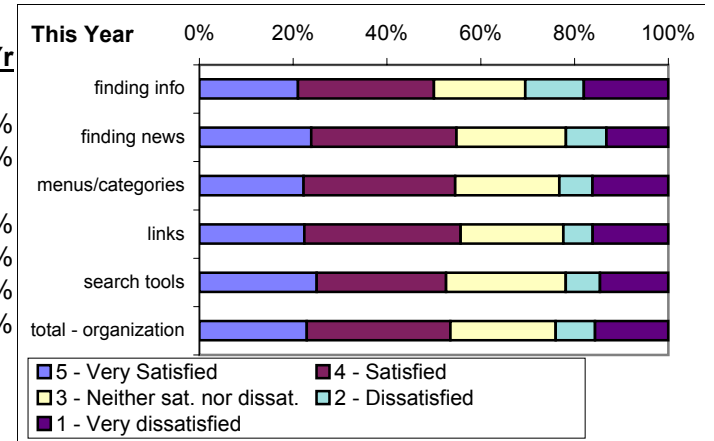
Q8. In general, how satisfied are you with the way the information is presented? (Please check only one in each row)

<u>Response</u>	<u>pre-10/16/2001</u>		<u>Last Year</u>		<u>This Year</u>		<u>Change from</u>	
	<u>Avg.</u>	<u>% Dissat.</u>	<u>Avg.</u>	<u>% Dissat.</u>	<u>Avg.</u>	<u>% Dissat.</u>	<u>pre-01</u>	<u>LastYr</u>
clarity of the writing (readability, ease of interpretation)	4.15	4%	3.86	12%	3.70	16%	-16.6%	-5.6%
layout of the material	3.95	8%	3.64	17%	3.49	24%	-18.3%	-5.9%
clarity of the tables and charts	3.95	6%	3.73	11%	3.59	18%	-14.1%	-5.7%
amount of graphics (too few, too many)	3.74	8%	3.64	12%	3.57	16%	-6.6%	-2.6%
clarity of the graphics	3.83	6%	3.71	9%	3.67	13%	-6.1%	-1.4%
total - presentation	3.93	6%	3.71	12%	3.60	18%	-12.5%	-4.2%



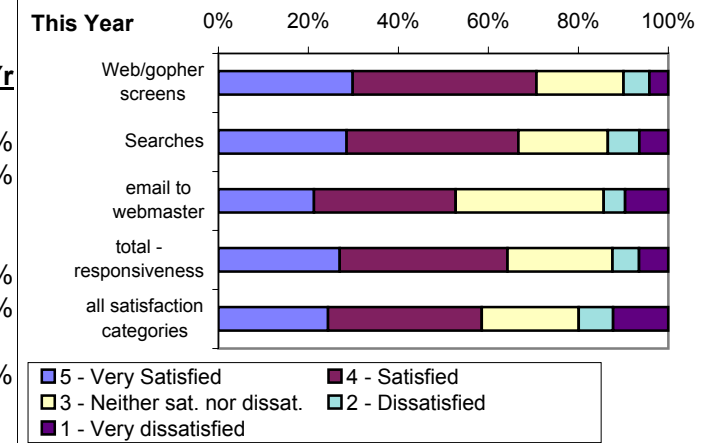
Q9. In general, how satisfied are you with the way the information is organized? (Please check only one in each row)

<u>Response</u>	<u>pre-10/16/2001</u>		<u>Last Year</u>		<u>This Year</u>		<u>Change from</u>	
	<u>%</u>		<u>%</u>		<u>%</u>			
	<u>Avg.</u>	<u>Dissat.</u>	<u>Avg.</u>	<u>Dissat.</u>	<u>Avg.</u>	<u>Dissat.</u>	<u>pre-01</u>	<u>LastYr</u>
ease of finding information of interest	3.63	17%	3.29	30%	3.23	31%	-18.3%	-3.1%
ease of finding new material	3.65	14%	3.37	25%	3.44	22%	-8.8%	2.6%
menus and categories (clarity, ease of use)	3.72	12%	3.45	21%	3.37	23%	-14.4%	-3.4%
links (relevance, usefulness)	3.75	12%	3.47	19%	3.40	22%	-14.7%	-2.9%
search tools	3.59	15%	3.43	21%	3.41	22%	-7.4%	-0.6%
total - organization	3.67	14%	3.40	23%	3.37	24%	-12.7%	-1.4%



Q10. In general, how satisfied are you with the responsiveness of ED Internet services? (Please check only one in each row)

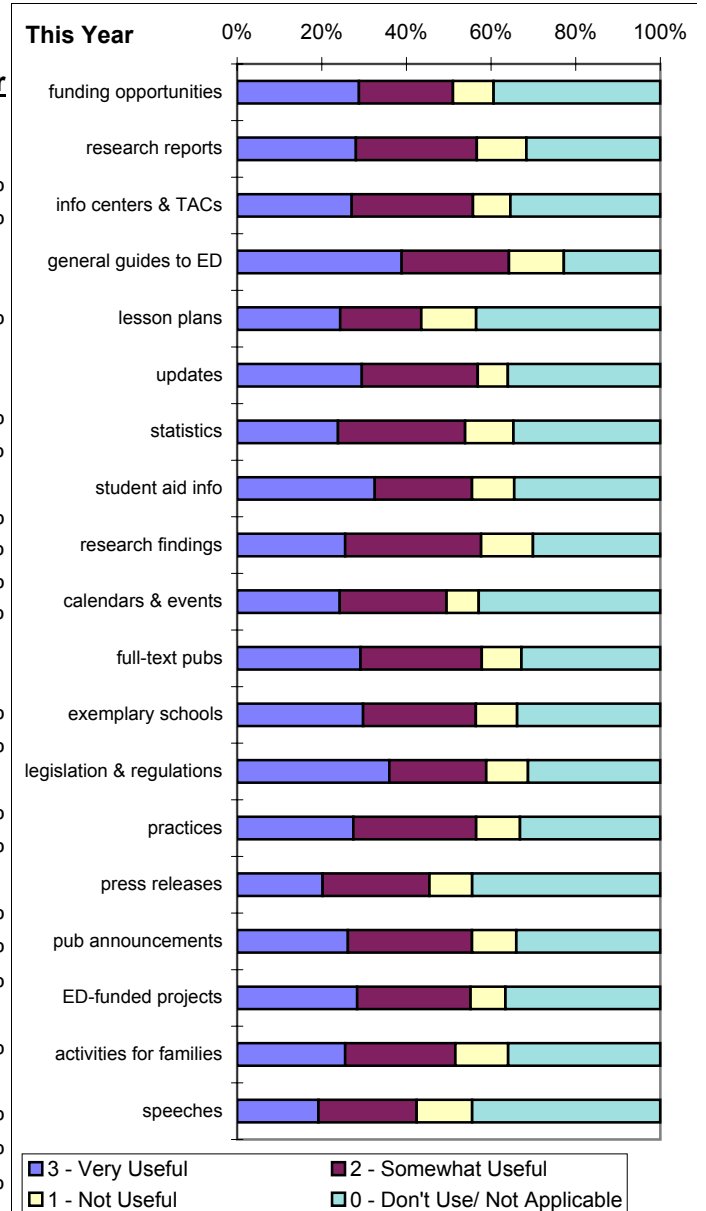
<u>Response</u>	<u>pre-10/16/2001</u>		<u>Last Year</u>		<u>This Year</u>		<u>Change from</u>	
	<u>%</u>		<u>%</u>		<u>%</u>			
	<u>Avg.</u>	<u>Dissat.</u>	<u>Avg.</u>	<u>Dissat.</u>	<u>Avg.</u>	<u>Dissat.</u>	<u>pre-01</u>	<u>LastYr</u>
Web/gopher screens (quick/sluggish)	3.75	9%	3.81	10%	3.86	10%	4.1%	1.8%
Searches (quick/sluggish)	3.67	11%	3.69	13%	3.75	13%	3.2%	2.4%
webmaster@inet.ed.gov (email inquiries: speed & quality of reply)	3.63	9%	3.53	11%	3.50	14%	-5.3%	-1.3%
total - responsiveness	3.69	9%	3.69	12%	3.72	12%	1.3%	1.2%
total - all categories	3.78	11%	3.56	18%	3.51	20%	-11.0%	-2.3%



Q11. Our goal is to provide useful information and services. How useful do you find: (Please check only one in each row

pre-10/16/2001 Last Year This Year Change from

Response	Avg.	% Rate Useful	Avg.	% Rate Useful	Avg.	% Rate Useful	pre-01	LastYr
announcements of funding opportunities and information about grants and contracts	2.50	74%	2.39	65%	2.32	51%	-14.0%	-5.4%
research reports	2.46	76%	2.35	68%	2.24	57%	-18.0%	-9.3%
directories of information centers, clearinghouses, and technical assistance centers	2.45	78%	2.34	66%	2.28	56%	-13.1%	-4.4%
general guides to the Department of Education and its programs and services	2.38	82%	2.33	74%	2.34	64%	-3.2%	0.5%
lesson plans and teacher guides	2.27	60%	2.33	53%	2.20	44%	-6.0%	-10.4%
updates on budget, legislation, and activities	2.45	74%	2.33	63%	2.35	57%	-7.3%	1.2%
statistics	2.43	76%	2.33	69%	2.19	54%	-20.5%	-12.1%
student aid information	2.31	62%	2.32	56%	2.34	56%	2.6%	1.6%
research findings (syntheses and conference calendars and announcements of upcoming events	2.49	77%	2.32	68%	2.19	58%	-25.1%	-10.7%
full-text publications	2.31	69%	2.31	59%	2.29	49%	-1.5%	-1.4%
descriptions of exemplary schools and programs	2.39	74%	2.30	65%	2.29	58%	-7.2%	-0.7%
legislation and regulations	2.40	74%	2.30	63%	2.30	56%	-7.4%	0.3%
descriptions of effective and promising practices	2.35	76%	2.30	66%	2.38	59%	2.0%	5.6%
press releases	2.42	75%	2.30	64%	2.26	56%	-13.5%	-3.6%
publication announcements	2.32	71%	2.28	60%	2.18	45%	-12.1%	-8.2%
descriptions of ED-funded projects	2.34	75%	2.27	66%	2.24	55%	-8.1%	-2.9%
activities for families, parents, and children	2.35	74%	2.26	64%	2.32	55%	-2.2%	4.6%
speeches and testimony	2.27	64%	2.26	55%	2.20	52%	-5.4%	-4.6%
total - all categories	2.10	62%	2.20	54%	2.11	42%	1.0%	-8.3%
	2.37	72%	2.31	63%	2.27	54%	-8.2%	-3.2%



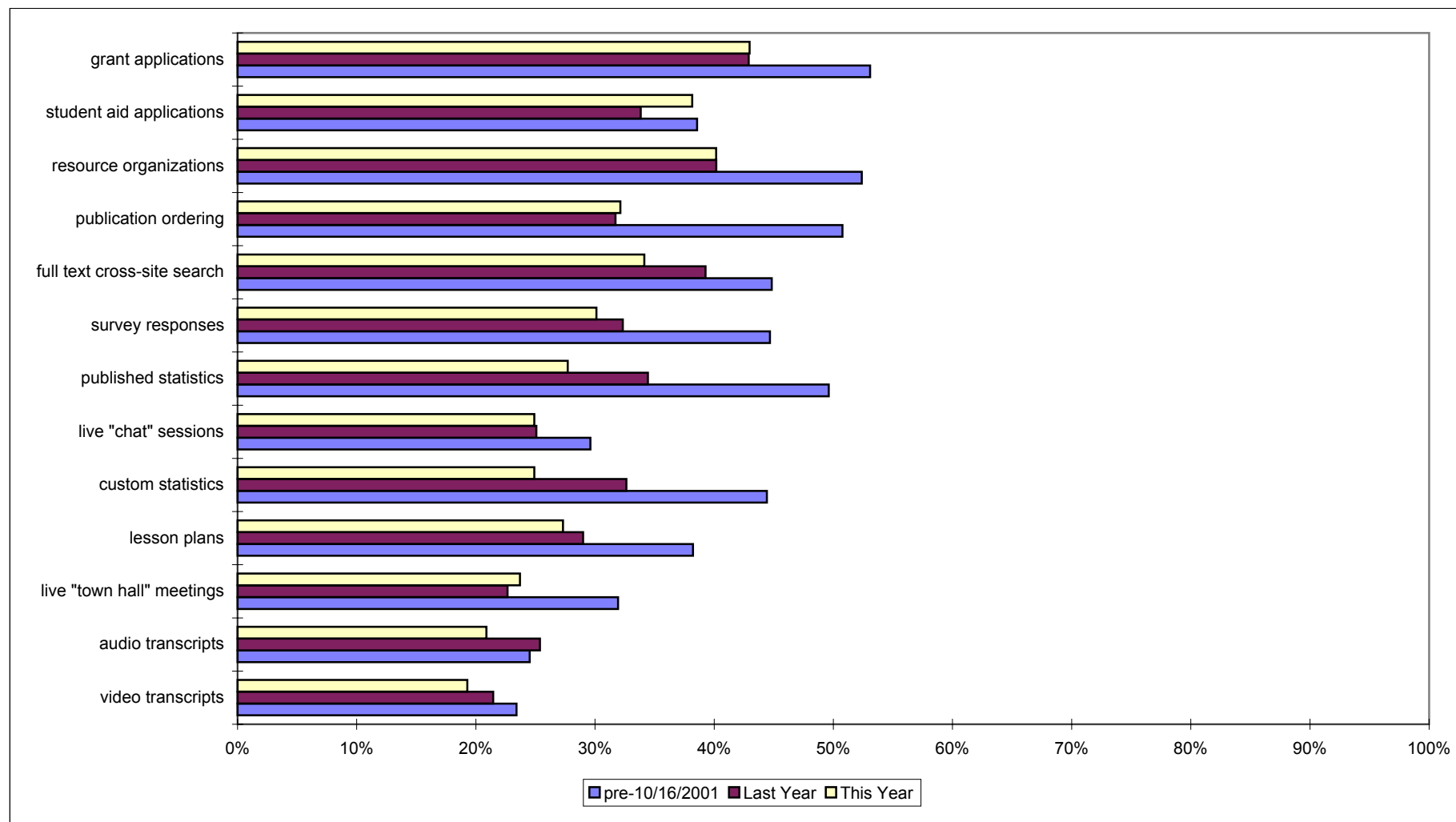
Q12. We want to provide information in formats you can use. Your answers to this question will help us understand how you prefer to use information and in what formats.

This question was removed from the survey in September 1998.

Q13. In the future, would you find any of the following potential applications of more advanced technologies useful? (Please check all that apply)

	pre-10/16/2001			Last Year			This Year			Change from	
	#	%	Rank	#	%	Rank	#	%	Rank	pre-01	LastYr
Transcripts of speeches and presentations made by the Secretary or other Department											
Audio transcripts	808	23.4%	14	71	21.5%	13	48	19.3%	14	-4.1%	-2.2%
Video transcripts	846	24.5%	13	84	25.4%	10	52	20.9%	13	-3.6%	-4.5%
Discussion forums on education topics											
Live "chat" sessions	1022	29.6%	12	83	25.1%	11	62	24.9%	9	-4.7%	-0.2%
Live "town hall" meetings with Department	1102	31.9%	10	75	22.7%	12	59	23.7%	11	-8.2%	1.0%
Ongoing moderated discussion areas	1032	29.9%	11	67	20.2%	14	58	23.3%	12	-6.6%	3.1%
Databases and search capabilities											
Education statistics -- published indicators, tables, and charts	1712	49.6%	4	114	34.4%	4	69	27.7%	7	-21.9%	-6.7%
Education statistics -- custom tables generated from education survey data sets	1533	44.4%	7	108	32.6%	6	62	24.9%	9	-19.5%	-7.7%
Database of education resource organizations (national/regional/state) including information centers, technical assistance centers, services for special populations, exemplary schools and projects, etc.	1808	52.4%	2	133	40.2%	2	100	40.2%	2	-12.2%	0.0%
Full text of all education-related materials at federal Internet sites	1547	44.8%	5	130	39.3%	3	85	34.1%	4	-10.7%	-5.1%
Collections of lesson plans and other teacher materials at federal, state, association, and other sites	1319	38.2%	9	96	29.0%	9	68	27.3%	8	-10.9%	-1.7%
Electronic submission of											
Student aid applications	1331	38.6%	8	112	33.8%	5	95	38.2%	3	-0.4%	4.3%
Grant applications	1832	53.1%	1	142	42.9%	1	107	43.0%	1	-10.1%	0.1%
Survey responses	1542	44.7%	6	107	32.3%	7	75	30.1%	6	-14.6%	-2.2%
Orders for printed publications	1752	50.8%	3	105	31.7%	8	80	32.1%	5	-18.6%	0.4%
No Response to this question	636	18.4%	---	100	30.2%	---	80	32.1%	---	13.7%	1.9%
Total - all categories		39.7%			30.8%			29.3%			

Q13 (continued)



Attachment B

ED Internet Customer Survey -- Selected Comments (Rants & Raves)

Raves

I love your site and your materials. I just received the packet I ordered last week and look forward to my next shipment. The materials are for our new Parent Center. I am so excited about this helpful information that I can give to my students' parents. Thank you so much and I plan to use your site now that I am acquainted with it.

This is my first visit to the site. It seems like a comprehensive and information filled site. I'll be back.

The site is full of pertinent data and links. I bookmarked the site on my first viewing. I stop in daily. Great site!

Great site –

This FAFSA site is so much improved over the last 3 years that we want to give you a great big THANKS! It has made this part of college life much easier!!

Appreciate the timely responses.

Keep up the good work; you have done a great job and this makes my job easier and more helpful to others.

It has been working great for my needs. I think its great.

The publications are interesting and easy for parents to follow-all information is helpful.

I always find what I need.

I think you guys are offering a wonderful service to the community. Keep up the good work, because a lot of citizens appreciate it!

I really appreciate your services.

keep up the good work especially in keeping the people who have the least still involved via internet access through their school or public library.

If anyone wants anymore they're being fussy! still gasping in amazement - and I ain't jokin'!

Attachment B (continued)

Rants

VERY UNEASY TO USE. I AM APPALLED WITH THE AMOUNT OF MONEY AND TECHNOLOGY THAT YOUR ORG HAS, AND THIS IS THE BEST YOU CAN DO.

This is the most confusing web site that I have come across in a long time....It is absolutely useless to me....I cannot find any trail or key term to the e-mial (Late Notice)for which I have never been notified.....

It seems to be written in technical mombo jombo, not easily interpreted.

Overly complicated, poorly organized, information overload...and i'm someone with a postgraduate degree...just far too jumbled to be of any use...

could use a lot of improvement

This probably wont get through because you have made it so difficult it is impossible to use. I email daily why dont you use the same system everyone else uses

This site is useless

ED Internet Customer Survey

OMB # 1800-0011

We're trying to improve the Internet services of the U.S. Department of Education and we need your help! Please answer the fifteen questions below. It will take about fifteen minutes. Your answers will help guide future development of the Department's Web site and other Internet services.

- If you aren't familiar with our services, you may wish to take a few moments to explore the [U.S. Department of Education home page](#) before returning to this page to complete the survey.
- To report specific technical problems with the Web site such as broken links or other errors, use our [Problem Report Form](#).
- If you need a response to a question or suggestion, send email to webmaster@inet.ed.gov. We can't reply to questions you submit through the survey form because it doesn't capture your email address.
- A [text version of the survey](#) is available. Email your response to the address on the form.

We're listening! Read [an analysis of 3,395 responses](#) received from November 1996 through August 2001.

1. When you use the U.S. Department of Education's (ED) Internet services, are you doing so as a: *(Please check only one)*

- ☐ Student
- ☐ Teacher
- ☐ Education administrator or manager
- ☐ Parent or family member
- ☐ Researcher or analyst
- ☐ Policy maker or legislator
- ☐ Librarian
- ☐ Writer or reporter
- ☐ Other *(please specify)*

2. What is your affiliation? *(Please check only one)*

Education

- ☐ Elementary or secondary (including vocational high schools)
- ☐ Junior, community, or technical college
- ☐ College or university

Government

- ☐ White House or Congress
- ☐ Federal government agency
- ☐ State government agency
- ☐ Local government agency
- ☐ Library
- ☐ Association or non-profit organization
- ☐ For-profit organization or business
- ☐ Media
- ☐ No affiliation, private individual

☐ Other (please specify)

3. **How do you typically access the Internet?** (Please check only one)

- ☐ 14.4kbps or slower modem
☐ 28.8kbps modem
☐ 56kbps or faster modem
☐ Direct connection (T1, cable modem, DSL, etc.)

4. **How often do you visit our *World Wide Web* site?** (Please check only one)

- ☐ Daily
☐ At least once a week
☐ At least once a month
☐ At least once every six months
☐ Less than once every six months
☐ Never

5. **[Question removed.]**

6. **Do you receive the EDInfo e-mail information service?** (EDInfo sends subscribers 2-3 e-mail messages per week announcing and describing new ED publications, products, grant competitions, and other initiatives)

- ☐ Current subscriber
☐ Former subscriber
☐ Not familiar with; [how do I subscribe?](#) (Don't forget to come back and complete the survey)
☐ Not interested

7. **We want ED Internet services to meet your needs. In general, how satisfied are you with the *information content*?** (Please check only one in each row)

Information Content						
Category	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't use/ not applicable
relevance to your needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
timeliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completeness/ comprehensiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overall usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you'd like to give us some specific examples of areas where you like or don't like the *information content*, please do so below.

8. **In general, how satisfied are you with the way the information is *presented*?** (Please check only one in each row)

How the Information is Presented						
Category	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't use/ not applicable
clarity of the writing (readability, ease of interpretation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
layout of the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarity of the tables and charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
amount of graphics (too few, too many)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarity of the graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you'd like to give us some specific examples of areas where you like or don't like the way information is *presented*, please do so below.

9. In general, how satisfied are you with the way the information is *organized*? (Please check only one in each row)

How the Information is Organized						
Category	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't use/ not applicable
ease of finding information of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ease of finding new material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
menus and categories (clarity, ease of use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
links (relevance, usefulness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
search tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you'd like to give us some specific examples of what you like or don't like about how the site is *organized*, please do so below.

10. In general, how satisfied are you with the *responsiveness* of ED Internet services? (Please check only one in each row)

Responsiveness						
Category	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't use/ not applicable
Web screens (quick/sluggish)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searches (quick/sluggish)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
webmaster@inet.ed.gov (email inquiries: speed and quality of reply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you'd like to give us some specific examples of what you like or don't like about the *responsiveness* of our site and services, please do so below.

11. **Our goal is to provide useful information and services. How useful do you find:** *(Please check only one in each row)*

Category	Very useful	Somewhat useful	Not useful	Don't use/ Not applicable
announcements of funding opportunities and information about grants and contracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student aid information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
press releases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conference calendars and announcements of upcoming events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
updates on budget, legislation, and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speeches and testimony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category	Very useful	Somewhat useful	Not useful	Don't use/ Not applicable
research findings (syntheses and summaries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
research reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
descriptions of effective and promising practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
descriptions of exemplary schools and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
directories of information centers, clearinghouses, and technical assistance centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category	Very useful	Somewhat useful	Not useful	Don't use/ Not applicable
general guides to the Department of Education and its programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
legislation and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
descriptions of ED-funded projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
publication announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
full-text publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
activities for families, parents, and children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lesson plans and teacher guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you'd like to give us some specific examples of useful information and services that ED does not now offer, please do so below.

12. *[Question temporarily removed.]*

13. **In the future, would you find any of the following potential applications of more advanced technologies useful?** *(Please check all that apply)*

Transcripts of speeches and presentations made by the Secretary or other Department representatives

☐ Audio transcripts

☐ Video transcripts

Discussion forums on education topics

☐ Live "chat" sessions

☐ Live "town hall" meetings with Department representatives

☐ Ongoing moderated discussion areas

Databases and search capabilities

☐ Education statistics -- published indicators, tables, and charts

☐ Education statistics -- custom tables generated from education survey data sets

☐ Database of education resource organizations (national/regional/state) including information centers, technical assistance centers, services for special populations, exemplary schools and projects, etc.

☐ Full text of all education-related materials at federal Internet sites

☐ Collections of lesson plans and other teacher materials at federal, state, association, and other sites

Electronic submission of

☐ Student aid applications

☐ Grant applications

☐ Survey responses

☐ Orders for printed publications

14. **How could ED Internet services better meet your needs? Be as specific as possible.**

15. **Please provide any additional comments about ED Internet services you would like that ED does not now offer, including any helpful features of other agencies' or organizations' services that you consider to be worth adopting.**

Submit Information

Clear ALL Fields

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This page last modified October 10, 2001 ([kms](#)).